



SC Annual School Report Card Summary

Oakland Elementary
 Charleston
 Grades: PK-5 Enrollment: 447
 Principal: Jennifer Swearingen
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Toya Hampton Green

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A
2007	Below Average	At-Risk	N/A	N/A	Met	N/A

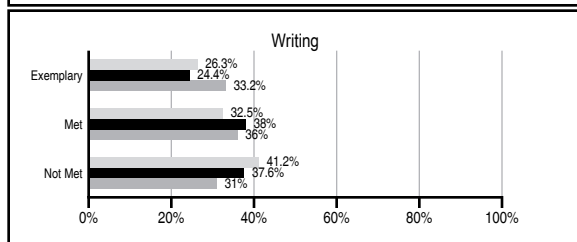
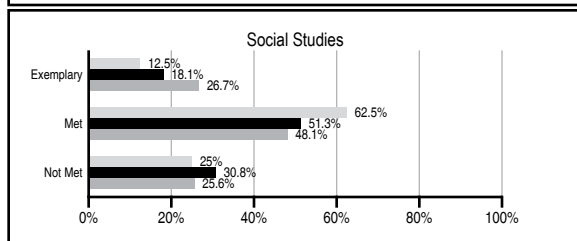
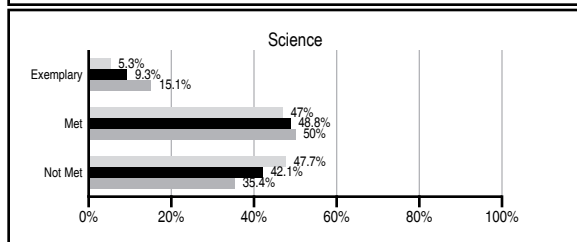
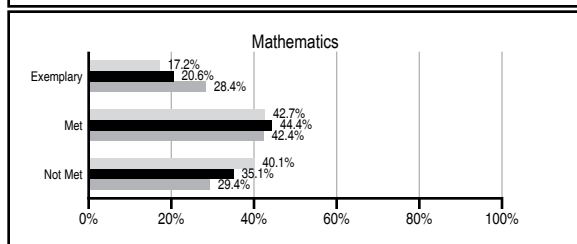
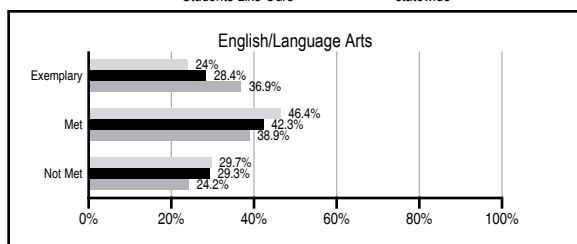
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	4	90	23	1

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

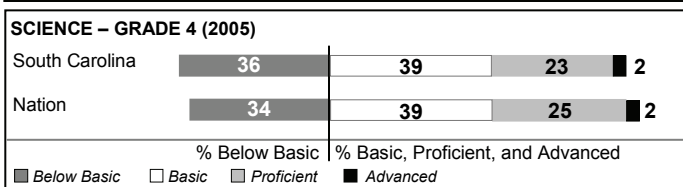
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Oakland Elementary [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=447)				
Retention rate	2.6%	Down from 2.9%	2.6%	1.9%
Attendance rate	95.9%	Up from 95.3%	96.1%	96.3%
Eligible for gifted and talented	3.3%	Down from 4.4%	6.8%	10.0%
With disabilities other than speech	8.0%	Up from 6.3%	9.1%	7.7%
Older than usual for grade	0.3%	Down from 0.9%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	Up from 54.5%	57.0%	59.4%
Continuing contract teachers	86.1%	Up from 84.8%	77.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 83.7%	84.9%	85.9%
Teacher attendance rate	96.1%	Up from 94.9%	95.0%	95.1%
Average teacher salary*	\$49,167	Up 5.3%	\$46,148	\$47,149
Classes not taught by highly qualified teachers	3.9%	Up from 1.2%	0.0%	0.0%
Professional development days/teacher	12.3 days	Up from 9.7 days	11.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.5 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 89.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 58.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,287	Up 4.2%	\$7,666	\$7,458
Percent of expenditures for instruction**	72.1%	Down from 73.8%	68.0%	68.8%
Percent of expenditures for teacher salaries**	68.1%	Down from 68.4%	62.0%	63.2%
% of AYP objectives met	100.0%	Up from 66.7%	100.0%	100.0%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	26	52	24
Percent satisfied with learning environment	100.0%	98.0%	91.7%
Percent satisfied with social and physical environment	92.3%	90.2%	95.8%
Percent satisfied with school-home relations	92.3%	92.3%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Oakland Elementary School, we insist on data driven decisions that benefit students. Previous overall ratings indicate a need for strategic improvement in academic areas, including English Language Arts (ELA) and Mathematics. As a result, we offer after school tutoring and homework center groups in grades three through five. All groups meet three times a week for two hours each session. During each of these sessions, certified teachers focus on ELA and Mathematics. MAP (Measures of Academic Progress) data is used to monitor individual student progress in these groups. An after school program bus is provided to ensure the inclusion of all students.

Our students, Child Development through fifth grade, use agendas for daily homework assignments and parental communication. All teachers are required to conduct first and third nine weeks conferences with parents of every student in their homeroom. Home-school folders go home each Wednesday with all students and our school newsletter goes home every other week. This newsletter details information relevant during that two-week period.

All students have opportunities to receive awards. They earn ribbons for MAP gains and recognition at nine weeks awards ceremonies in grades three through five (perfect attendance, principal's list, honor roll, most improved, and good citizenship awards). A monthly Terrific Kids program recognizes a good citizen from each class. PBIS good behavior tickets are pulled weekly on the student morning news show.

We use a student concern team to address student needs. Data, such as MAP reports, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) reports, and PASS data, is utilized to identify students that need additional assistance to reach their maximum potential in all areas. Interventions are incorporated into student schedules and progress monitored to ensure that the interventions are yielding desired results. Voyager®, Academy of Reading®, CompassLearning®, and Headsprout® are examples of interventions used at Oakland Elementary School. All students are required to read a minimum of twenty-five books, on their reading level, each year.

All teachers, as a grade level, meet with an instructional resource teacher weekly. During these meetings teachers discuss effective instructional practices, design common assessments, and create instructional calendars.

Working together, our goals for excellence are achievable!

Jennifer M. Swearingen, Principal
Yvonne Darby, SIC Chairperson

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